* DAILY MAGAZINE PAGES FOR EVERYBODY*

What the Pantry Held In an Unhygienic Day

By Winifred Black



OOR little Baby Wiley! He's more than twenty months old and he can talk English and Latin, and he's never had a single thing to eat but milk and cooked grains. Furthermore, he's never going to have anything to eat that isn't in a perfect-

ly good, scientific diet card. When he's twenty-four months cld he's going to have boiled this; when he's twenty-eight months old he's going to have steamed that; and when he's thirty-six months old he's going to have stewed the other thing .

Never anything that isn't hygienicnot a thing too much or a bite too little, or a cookle, or a doughnut, or a dish of strawberries drowned in rich yellow cream, or a crumbly cake just hot out of the oven-oh, horrors, none of these things at all.

They're all deleterious. How did we ever live through them, you and 1? Do you remember when you used to come home from school a good, brisk day in November and rush into the pantry and grab a handful of doughnuts out of the old gray crock with a blue spreadcagle on the side of it, or a half-dozen cookies from the big reliow bowl with the tin

I can smell that cupboard to this day can't you? Doughnuts-not the rubbery old raised things they call doughnuts when they try to sell them to you at the bakery-but real doughnuts, little and round and sweet and brown.

What the Pantry Held.

And those cookies, great, big, soft, rich, crumbly fellows, ginger mostly. You take one of those cookies and a bit of good yellow cheese-well, life was worth living in those days.

Gingerbread, too, big, rich, hot squares of it. Beg for aglass of buttermilk and sit down in the kitchen with your feet in the oven-ouch, how that frost did bite along in November-and who so happy as you or me? There was always pie in the pantry-pumpkin or apple or custard or, oh,

joy of joys, mince! Pickles, too. What's happened to all the pickles? Nobody seems to eat

them any more. Lady cake, made with the whites of eggs-just for lunch-and one, two three, four cake-pshaw! You needn't think I'm just pretending. I believe I'll step out into the kitchen and stir up a one, two, three, four cake and have it fresh when the children come home from school this very day.

Let's see: One cup of butter, two cups of sugar, three cups of flour and four eggs. Yes, that's the reason they call it one, two, three, four cake. I don't see why I shouldn't have the fun of making it if I want to; it's lots more exciting than playing bridge.

First, you cream the butter-I don't suppose there's a good, big yellow bowl in this house! Your cream that good, yellow butter and the nice, friendly granulated sugar-and you cream them, and cream them, and cream them, and keep on creaming them till they're so good that it's all you can do to keep from eating the cream right then and there.

And then you sift in your flour-oh, yes there's the baking powder, you want plenty of that, but not too much or it will make the cake dry-and then

When the Youngsters Come.

You could always tell when the Marshes were going to have company. Mrs. Marsh always came out on the back porch to beat the eggs, and there was a cake she made with eight eggs in it. Her wrist would be lame all the morning after the cake was in the oven. No, you don't have to have frosting on a one, two, three, four cake:

it's good enough without that, When those blessed youngsters come skipping home from school there that cake will be on the kitchen table, with a knife beside it, and three un-

regenerate, unhygienic, unscientific persons are going to eat it right straight up then and there, with a glass of buttermilk to wash it down. Spoff our dinner? Don't you worry; our dinner will be all right, and

Poor little Baby Wiley. Some day I suppose he'll grow up and be awfully sorry for us because we're all so far behind him in all the things of life that really count-Latin and Greek and ancient history, and food values and rules of hygiene.

Where's the egg beater? Who hid the big white wooden spoon? There's the yellow bowl, saved over from the flood-hurrah for one, two three, four cake and an unhygienic spree!

ADVICE TO GIRLS

B, ANNIE LAURIE.

Dear Annia Laurie: Dear Annia Laune:

I am only seventeen years old and
am tormented by an old man who
wants to marry me. As he is a friend
to my people I don't want to insult
him, but I just want to get rid of
him in some kind way. I am in a house alone all the evening when he calls.

EAR SEVENTEEN, if you don't like the man get rid of him and get rid of him now, today, this very hour.

about that old man, little Seventeen. Somehow I seem to read it between the lines of your letter. And I don't like the old man. I don't like him at all, He's going to make you trouble just as sure as the world, or he wouldn't

bother you the way he does.

The first duty that a girl owes to herself is self-protection. A young man may be dangerous to your happiness; old man is dangerous without any

maybe in the sentence at all Don't be at home when he calls. Don't answer his letters if he writes. Don't let him get you into his net, little fly.

Dear Miss Laurie: Don't you ever get tired of answering those letters? I should think you would, and don't you ever take a vacation? I certainly do ieel sorry for you, and to add more to your work I am going to ask you to help me too. The other day I was introduced to a young man, and have been well acquainted with him within the last few days. This afternoon as I was going across the street with a girl friend he came up to me and asked me if I did not love him. I merely smiled, but my friend said that she would take it as an insult. He is a very nice young man, but I do not think that he acted very courteously then. He is persistent in demanding He is persistent in demanding

but the silly letters from sillier girls, who have "just met a young man and love him madly" or want to know what they can do to "win the love" of a they can do to win the love of a youth who passes their house each day on a do infinitum. She would like to administer a good wigging to all the youngsters between fifteen and cirhteen, who have their heads full of the word "love," without having the least idea what it is all about, and

can't think of anything else.
You were right not to pay any attention to such a silly question. Don't bother your head about his having inquiry on subjects of feminine interest from young women readers of this paper and will reply to them in these tell him you have too much sense. Tell her, care this office. other your head about his having insulted" you, and what is more

him you think him a nice boy and like him well enough, but that it him well enough, but that it will be time enough for you to think of loving any body when you grow up. If he gets angry at that, let him alone, and hell roon get over it. Why won't you children stay children as long as possible? Love and hate and "insults," and real tragedies will come to you soon enough, so don't go in search of

Dear Miss Laurie: I am engaged to a young man who is a good many miles away from here. He left here in Janu-What is it you are trying to tell me bout that old man, little Seventeen usually oftener, but three weeks are usually oftener, but three weeks are usually oftener, but three weeks are i only got one letter and from then I have not heard from him. My mother told me not to write to him unt'l he had answered my last letter, and though I always try to obey my mother I wrote anyway, because I thought perhaps he was ill or in some other way unable to write, but I have not heard from him, even after writing to ask him why he had not written, and I do not understand his silence. My mother is always telling me that he does not care for me any more and that I am wasting my time by waiting for him, but I know that he has gone away simply to make a he has gone away simply to make a home for me, as he was offered a po-sition at a very fine salary and he asked me first if I would rather he would go. Though my mother gave her Consent to our enveryment I have would go. Inough my mother gave her consent to our engagement I know that she does not especially like him and I am rather afraid that she tells me these things on that account. What me these things on that account. What shall I do? Would you advise me to write again or would you just wait and hope? I am nineteen, but very old and hope? I am nineteen, but very old for my age, and I knew my own mind so please don't say that I am only a young girl and will soon find that I do not care for him. He is twenty-

then. He is persistent in demanding an answer, and I do not care for him much, but don't wish to insult him when I answer. What can I do? Would you take it as an insult or just one of his, whims? I do not wish to insult him as he is a good friend. What shall I tell him? QUAKTIR GIRL. Yes, little Quaker Girl, Annie Laurie gets rather thred of answering "those letters" sometimes—not the really sincere ches about the real perplexities that every girl experiences when she begins to have beaux. Those she is always glad to answer with sympathy, and to give the best advice she can, and to give the best advice she can, and the silly letters from sillier girls, Dear Perplexed: Yes, my dear, write comes that you can not avoid the realization that he does not love you you do care for him, you are young and time will heal the wound.

Miss Laurie will welcome letters of

Kindergarten Expert Finds Ideas Long Secrets of Health and Happiness. Familiar Here in Montessori Schools How Dread Camp Diseases

MISS CATHERINE

American Methods Emphasize Group) Activities. Music Stories, and Cultivation of the Imagination.

The Montessori system from the viewpoint of a kindergarten expert, is discussed in this interview with Miss Catherine Watkins, director of kindergartens in Washington public schools.

Many of the claims made for the Montessori system, she asserts, are based on methods long in operation in the kindergarten. But she does not believe the two systems to be



CHRL'S OFTEN PLAY MOTHER' CHANGE TO INCULCATE IN THE FAMILY RELATION SHIP

antagonistic. She thinks one should supplement the other, believing the Montessori methods best for very young children.

Though much has been written about the Montessori system re cently, this comparison of the old and the new kindergarten systems, will answer many questions regarding the points of divergence between the two methods.

By J. R. HILDEBRAND.

vided in the Washington public schools, includes all the benefits claimed for the Montessori system. and comprises additional merits not included in the Montessori kindergartens,"

This is the verdict of Miss Catherine Watkins, director of public kindergartens in the Washington public schools, who also has studied the Montessori methods used in Chicago and Washington Montessori classes. Miss Watkins gave a clear and interesting description of the points of

contact and the points of difference between the Montessori and the kin-

dergarten schools.

"The claims for the Montessori methods far exceed their actual value to education," Miss Watkins said.
"And I make that statement with a full realization that Madam Montes-sori has contributed much that will be of lasting value if it awakens

he of lasting value if a wakens Italy, and America, as well, to the needs of the young child."

Light, easily moved furniture is required by both the kindergarten and Montessori methods, according to Miss Watkins. Both require a suitable environment, with plenty of light and fresh air. Both believe in working with concrete material. Both encourage children in the care of material, in the performance of practical duties, such as cleaning the floor, in feeding animals, in taking off and in putting on their own

Both Give Children Tasks. Both systems observe the luncheon

period in about the same manner,

period in about the same manner, encouraging the children to help in its serving, and in cleaning and putting away the dishes.

"A rest period in the kindergarten," Miss Watkibs said, "corresponds to the Montessori 'silent period.' The kindergarten relaxation employs quiet music while the Montessori 'silent period' is more strictly psychic in character.

"In nature study there is close agreement between the two systems. agreement between the two systems.
Both systems feel the child can be given ethical and mental instruction by a contact with natural phenomena. Some of the apparatus of the ena. Some of the apparatus of the kindergarten, teo, especially the swings and steps, are similar to those used in Montessori schools.

"The use of the steps, though, in-dicates one point of difference be-tween the two systems. In a kindertween the two systems. In a kindergarten the child climbs the steps
unconsciously, for the purpose of
coming down the slide. In the Montessori school they are encouraged
to climb steps for the sake primarily,
it is stated, of cultivating grace of
carriage and correlation of muscles.
But whatever may be true of the
Italian child, we have not found it
necessary to expend much thought
on American children in that partiular. They perform the act of climbon American children in that particular. They perform the act of climbing steps with polse and ease."

But in the points of divergence lies the superiority claimed by Miss Watkins for the Montessori system.

Watkins for the Montessori system.
"The Montessori system emphasizes
the individual," she explained. "The
kindergarten, while providing abundant opportunity for individual development and variation, emphasizes
the group. Thus the individual life
is extended and enriched and a fountester is led for those virtues which dation is laid for those virtues which arise only through social relation-ships and social co-operation. Group Play Provided. "Children, at play, tend to repro-

duce the life about them. This may

be made a potent element in de-

veloping their sense of social relationships, if it is wisely directed. Bo

tem provides no opportunity for such group play.

"We have some interesting experiences in kindergartens by this inborn aptitude of children to formulate games from what they observe among adults. Children in a kinder-garten near the jail, for example, would be found imitating the con-veyance of prisoners in a van. There was little benefit to be derived from such imitation so the teacher had

MONTESSORI SYSTEM



the task of converting this play into a more wholesome form of recrea-

a more wholesome form of recreation.

"But the opportunity of play to form ideals is shown frequently. Girls often play 'mother' and that gives a teacher a chance to inculcate in the child her first lessons in family relationships. In a Montessori school the teacher merely is the silent observer of the child. In the kindergarten she performs that function, and also is the mediator befunction, and also is the mediator tween the instinct of the child on the one hand and the complex prob-lems of modern living on the other." A mere observation of children, Miss Watkins asserts, involves either a lack of restraint or a lack or in-citement

a lack of restraint or a lack or in-citement.

"The Montessori system subordi-nates imagination and language to the senses," she continued. "Mon-tessori materials are restricted to exact, definite uses, with little pro-rision for creative expression. Kin-dergarten materials stimulate creadergarten materials stimulate crea-tive power in many directions. The kindergarten is cultural, the Mon-tessori School merely alms to be

Pictures and Music Here.

"Though modifications have been introduced in Washington schools, the simon-pure Montessori class room rejects, wholly or in part, all stories, pictures, songs and music generally The rhythm work used in the Mon-The rhythm work used in the Mon-tessori schools here was introduced through Miss Alys Bentley, and is similar to that she gave to the kindergarten long ago, while she was director of music in the schools. "But the Montessori class room, as described in Madam Montessori's books, provided only for the tap bells, and I understand that in the Montessori class rooms in Italy a Madonna is the only picture on the Madonna is the only picture on the

The absence of punishment or re-ward is another feature Montessori schools claim as their own, Miss Watkins said, which long has been

Watkins said, which long has been in vogue in kindergartens.
"In the kindergarten there is no concrete letter or number work. It is believed that it is more natural to lead the child to the grasp of ideas before he is introduced to the symbols that express those ideas."

In Miss Watkins' opinion, the Montessori and kindergarten ideas abould tessori and kindergarten ideas should not be antagonistic. She believes the Montessori methods so far used the Montessori methods so far used are not so comprehensive as the kindergarten ideas. She believes the Montessori system makes excellent provision for children from two to four years, while the kindergarten then could continue their development in their fifth and sixth years

Republic of Childhood. "A kindergarten has been uptly described as a 'republic of childhood' The Montessori gives older children too little chance to express their own ideas On the other hand, it gives them too much leeway in directions where they have not had sufficient experience to correlate things they observe to their own experience

Why Don't sym Visit Our Galm Garden?

garten includes the morning hour for conversation and songs, wherein the teacher is brought into close con-tact with the children's viewpoint, and gets into close sympathy with

and frankly.

"The group relationships develop certain virtues which can be developed in no other way. These group relationships the Montessori system overlooks. I was impressed by an incident I noticed in a recent visit to one of our kindergartens. The children were arranging, at their

own suggestion, to make a jack o'lantern, later to be taken by them to the home of a child who was ill. I attended another kindergarten, where a girl, lame from an accident, had returned, and it was interesting to watch the spontaneous courtesy with which the boys treated her, quietly placing a chair near her as she moved about, and performing other thoughtful acts." One lack in the Montessori system Miss Watkins considers most serious is the absence, so far as she has ob-served, of any provision for re-ligious training.

"In each kindergarten there is a morning prayer and hymn. We believe this is a valuable asset in character building. There is no set prayer. Children simply are led to the idea that the things in which they delight, the sunshine, the flowers, and all nature's beauty, is something for which they should give thanks to a higher power, and gradually they are led, in their own words, to utter a brief prayer of thanks for these things.

"Spiritual development of the child

thanks for these things.

"Spiritual development of the child cannot be left to chance any more than his physical nourishment can be left to care for itself. I do not wish to be unfair to the Montessori system. But so far as I have observed, or read, there is no evidence that the Montessori school provides for this spiritual growth of children."

Useful Hints for the Housewife By Ann Marie Lloyd

AUSAGES can be prevented from sets the eye into relief, as if it were bursting by rolling them in flour magnified.

essences for cakes or sweets, etc., to size of the screw, and put it into the measure correctly the number of drops hole, then put in the screw and drive it home as quickly as possible. required. If a finger is dipped in water nd the rim of the bottle wetted in one place, the essence will be found to trop quite easily.

ittle in each decanter and shake well. Rinse in clear water. An egg that has been too lightly boiled may be put into the saucepan again, even after the top has been

aken off, if an ordinary pin be dropped

into it in a conspicious place, when it will be found that none of the egg has will be found that none or the egg has been lost.

To improve the flavor of currants and sultanas which are to be used for cakes, place them in a bowl, pour boiling water over them, and leave to soak all night. The fruit swells to twice its former size, but should be drained from the water and dried in the oven before being added to the other in-

redients.
When threading a needle take a white envelope, stick the needle through, and draw it down until the eye is visible, and you will thread the needle like magic. The white surface of the paper

before being added to the other in-

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bursting by rolling them in flour before frying.

When rinsing children's clothes, and a little alum to the water, as the renders them less liable to caten fire.

It is difficult sometimes, when using this content is considerable wood and subjected to considerable strain, they are very likely to work loose, and it is often very difficult to make them hold. In such cases, the use of give is profitable. Make the glue thick, immerse a stick about half the size of the screw and out it has the

Copy't, 1914, Newspaper Feature Service, Inc. The Other Reason.

To clean decanters, mix half a gill of vinegar with a handful of salt. Put a good aeronaut. Is that because you think he is fly?" "No, because he is usually up in the



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Pay War's Heaviest Toll

By Dr. LEONARD KEENE HIRSHBERG

A. B., M. A., M. D. (Johns Hopkins),

NCE more into the breach, dear friends, once more. Close the wall up with the dead and wounded. In peace there's nothing so becomes a man as modest stillness and humility. But when the blast of war blows in your face, you imiate the action of the tiger, you stiffen the sinews and

To the shame of nations, there is the imminent death

To the shame of nations, there is the imminent death of 20,000 men who for a trick, a phantasy, a thought, go to their graves like beds. They fight for a contention which they cannot decide, which they cannot try.

The health dangers of war are many more than those of death and bullets. Gaunt disease stalks the land of the conquerors as well as the conquered. Grim fever, wan and wasted frames, dysenteries, tropical maladies, emaciated frames, a large legion of sick, wounded, widowed and orphaned individuals remain as eternal signs DR. HIRSHBERG. Of war's curb to efficiency, progress and health.

Nor love, nor hunger, wealth, nor power, cr.

Can give the heart a cheerful hour distance runner. Get up at 3 in more ing.

of war's curb to efficiency, progress and health.

Nor love, nor hunger, wealth, nor power.

Can give the heart a cheerful hour when health is lost. Be timely wise. With health all tasts of pleasure flies. Health and competency are the handmaids of peace. Disease and incompetency are linked with war. Once Mars lifts his heavy hand over the land it behooves each individual to double all precautions against the terrible distempers of conflicts on see and land. War is an artificial plague of man invented to scourge his own iniquittes. Not alone the soldier in the field is punished with wounds and the aliments of its kind, but the venomous demons of foul water, polluted tropical soils, close contact with bugs, vermin, animals, and strange nations, inoculate him with maladies hriberto unhearded and unsung.

Even the crystal-pointed tents, spread so picturesquely from hill to hill, from vale to vale, magical white cities of tents, guidons, bannerols as from an Aladdin's dream, carry a lurking danger of yellow jack, typhus, tropical dysentery, permicious malaria, and other infections which maim and halt phalanx on phalanx of those who may even escape a battle.

Each returning officer and private, though he escape death and lockjaw from the cannon's mouth, blood poisoning and fevers from his wounds, may turn out to be a person like Typhoid Mary, Diphtheria Dan, or Scarletina John-sources of contagion to some they meet.

What boots the off repeated tale of the control of the

Copy't, 1914, Newspaper Feature Service

Answers to Health **Ouestions**

H. D. M.—Have red, angry-looking pimples on back and chest, also once in a while on my face. What can I do?

Do not use soap when you wash, but cleanse your skin with a good cream and also with peroxide and tincture of bensoin. Take a seldlits powder every a tellon made of four counce. day and apply a lotion made of four teaspoonfuls of sulphur to four and one-half ounces of glycerine and one-half rosewater each night.

H. J. D.—1. What is a good exercise to reduce the hips? Have tried lying flat on back and raising first one leg and then the other to a perpendicular position. Is this a good reducing exercise?

2. A good exercise for preventing a double chin?
1. Your scheme helps some. Bicycle riding, dancing and swimming help more. A starvation diet also helps. Electricity has some value.
2. Avoid all liquers, sugars, fats, and meals after 5 p. in.



C. H. R.-Have had nose bleed since t boots the oft repeated tale of strife, feast of vultures, and the waste of life!

C. H. R.—Have nad nose bleed am now sixteen years, and nose bleeds about once daily. Please give remedy.

Have the nose specialist remove polyps present. Push dry absorbent cotton in when it starts to bleed.

B. K. O.-L. I am a young man of twenty-one and am a student. Within the last six or eight months I have noticed a dispisition in my extremities to shake nervously, especially in the forenoon and at the noentime. I have always been healthy and get sufficient exercise and have dull headaches at times. 2. I am careful in what I eat and drink, yet have trouble in sleeping at nights. I have only five or six hours less. 3. What will promote the growth of hair and what will prevent its falling out. 1. Learn to dance and ride a bicycle

T. A. B.-i. You published a receipt some time ago containing chocolate of potash; what is it? 2. Is nacal catarrh a local or consumptional disease?

1. This should read chlorate of potash. 2. Local maladies of various soris are called catarrh.

T. F. G.—Am young girl and am very nervous: have crying spells and least thing irritates me. I'm real cross and get chills all over. Is this really my temper or nerves, and how can I get rid of it?

Your thoughts are too selfish or toe

more. A starvation diet also helps. Electricity has some value.

2. Avoid all liquors, sugars, fats, and meals after 5 p. m.

C. H.—Have soreness in and around the tendons and calves of legs. Have psychology and biology.





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